

14

ACTIVITY	RANKINGS		
ROCKING			
SWINGING			
SLIDING			
CLIMBING			
STRONG GRIP			
ENJOYS HEAT			
ENJOYS COLD			
LIKES MANY FOODS			
LIKES HARD FOODS			
LIKES CRISP FOODS			
LIKES SOFT FOODS			
ABLE TO EAT ON OWN			
LIKES FRUIT			
LIKES MILK			
LIKES WATER (DRINKING)			
ENJOYS ELECTRONICS			
ENJOYS TV			
ENJOYS COMPUTERS			
ENJOYS PICKING UP SMALL ITEMS			
ENJOYS WALKING			
ENJOYS RUNNING			
ENJOYS BEING CHASED			
ENJOYS ORDERING THINGS			
ENJOYS LIGHT			
ENJOYS DARK			
ENJOYS STRONG COLORS			
ENJOYS PASTELS			
ENJOYS COLORING			
ENJOYS DRAWING			
ENJOYS CUTTING			
ENJOYS PASTING			
ENJOYS MUSIC			
ENJOYS NATURAL SOUNDS			
ENJOYS MECHANICAL SOUNDS			
ENJOYS LINKING ITEMS			
ENJOYS UNHOOKING ITEMS			
ENJOYS MATCHING ITEMS			
ENJOYS WORKING WITH HANDS			
ENJOYS WRITING			

14


ACTIVITY	RANKINGS		
ENJOYS BATHING			
ENJOYS FLOATING			
ENJOYS HIKING			
ENJOYS BOATING			
ENJOYS BEING DRIVEN			
ENJOYS DOGS			
ENJOYS CATS			
ENJOYS FISH			
ENJOYS BIRDS			
ENJOYS HORSES			
ENJOYS CHEWING			
ENJOYS CLEAR THINGS			
ENJOYS HEAVY THINGS			
ENJOYS THINGS THAT ROLL			
ENJOYS THINGS THAT STACK			
ENJOYS PUZZLES			
ENJOYS READING			
ENJOYS BEING READ TO			
ENJOYS SOFT FABRICS			
ENJOYS GRANULAR OBJECTS			
ENJOYS PLIABLE OBJECTS			
ENJOYS FLAPPING			
ENJOYS PULLING THINGS			
ENJOYS PUTTING THINGS AWAY			
ENJOYS TAKING THINGS OUT			
ENJOYS TAKING THINGS APART			
ENJOYS BEING TICKLED			
ENJOYS TICKLING			
ENJOYS HAVING DEEP PRESSURE			
ENJOYS LIGHT TOUCHES			
ENJOYS HAVING HANDS HELD			
ENJOYS TOUCHING OTHERS			
ENJOYS FINDING THE EDGES			
ENJOYS FREEDOM			
ENJOYS INDIVIDUAL TIME			
ENJOYS BEING PHYSICALLY CLOSE			
ENJOYS EXPLORING			
ENJOYS EATING OUT			
ENJOYS SPECIFIC VIDEO'S			
ENJOYS TEASING			

**Fig. 1**

•r Logon

Children's Paraclete

(R)



134 Gazebo Park

Johnstown, PA 15901

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User ID:

Password:

☒ OK ☒ Cancel

Fig. 2

20

22

24

Children's Paraclete

File Edit Search View Tools Help

Client Name Johnny Smith

Date of Assessment 11/7/2001

Name of Person Reporting Bob Smith  
 BSC/MT Name Bob Smith

Relational Development | Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Crisis Intervention |  
 Clients | Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development |

Client Name Reporting  
 Johnny Smith Bob Smith  
 Mike Doe

BSC/MT Name  
 Bob Smith

Assessment Date  
 11/7/2001

New Delete Search Print Summarize

Fig. 3

**Children's Paraclete** File Edit Search View Tools Help

Client Name: Johnny Smith      Name of Person Reporting: Steven Smith

Date of Assessment: 10/10/2002      BSC:MT Name: Steven Smith

Relational Development: Play Development | Strengths: Family Values | Assessment: Treatment Plan Approach Summary | Treatment Plan: Crisis Intervention | Clients: Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development

First Name: Johnny | Last Eval Date: 10/17/2002

Last Name: Smith | Medications: None

Birth Date: 10/17/1995 | Emergency Contact List: Susan Smith

Insurance #: 93934

Case #: 940702

Start Date: 10/17/2002

Evaluations: 2

Case Manager: Jerry | Family Member Name: Susan Smith

Referring Agency: County Mental Health | Bob Smith

Authz. Length: 4 Months

Referral Date: 10/17/2002

Legal Guardian: Susan Smith

New Delete Search Print Summarize

Fig. 4

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC-MT Name

Steven Smith

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Clients

Client General Information

Danger Awareness

Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

A. Safety Issues

B. Aggressive Issues

5

1. Child shows an awareness of visual cliffs such as stairs and stops when they are unable to negotiate such obstacles.

4

2. Child climbs only on appropriate things.

2

3. Child shows awareness of moving cars or other such dangers.

2

4. Child stops at the side of the street and waits for someone to cross with.

3

5. Child stops and looks for oncoming traffic before crossing the street with assistance.

1

6. Child stops and looks for oncoming traffic before crossing the street without assistance.

1

7. Child demonstrates and understanding of traffic signals.

1

8. Child demonstrates an understanding of crosswalks.

2

9. Child stops when caregiver calls his/her name in public settings.

2

10. Child does not leave the house without permission.

2

11. Child knows how to unlock, lock and open doors and windows.

2

12. Child only opens cabinets in the house that are safe for them.

New

Delete

Search

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Summarize

Fig. 5

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Name of Person Reporting

Steven Smith

Date of Assessment

10/10/2002

BSC-MT Name

Steven Smith

Clients

Client General Information

Danger Awareness, Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Yes	Rocking	No	Enjoys Electronics	No	Enjoys Pasting	Yes	Enjoys Talking
Yes	Swinging	No	Enjoys TV	Yes	Enjoys Music	Yes	Enjoys Writing
Yes	Sliding	No	Enjoys Computers	No	Enjoys Natural Sounds	No	Enjoys Floating
No	Climbing	Yes	Enjoys Picking Up Small Items	Yes	Enjoys Linking Items	No	Enjoys Hiking
Maybe	Strong Grip	No	Enjoys Walking	Yes	Enjoys Unhooking Items	No	Enjoys Boating
Yes	Enjoys Heat	No	Enjoys Running	No	Enjoys Matching Items	No	Enjoys Being Driven
No	Enjoys Cold	No	Enjoys Being Chased	Yes	Enjoys Working w/Hands	No	Enjoys Dogs
No	Likes many foods	Yes	Enjoys Ordering Things	No	Enjoys Working w/Feet	Yes	Enjoys Cats
No	Likes hard foods	No	Enjoys Light	No	Enjoys Working w/Mouth	Yes	Enjoys Fish
Yes	Likes Crips Foods	No	Enjoys Dark	Yes	Enjoys Exploring New Things	Yes	Enjoys Birds
No	Likes Soft Foods	Yes	Enjoys Strong Colors	Yes	Enjoys the Same Thing	No	Enjoys Horses
Yes	Able to eat on own	Yes	Enjoys Pastels	Yes	Enjoys Being Held	No	Enjoys Chewing
Yes	Likes Fruit	Yes	Enjoys Coloring	Yes	Enjoys Being Talked To	Yes	Enjoys Clear Things
Yes	Likes Milk	No	Enjoys Drawing	Yes	Enjoys Trying to Talk	No	Enjoys Heaving Things
Yes	Likes Water (Drinking)	Maybe	Enjoys Cutting	No	Enjoys Attention	No	Enjoys Things That Roll

New

Delete

Search

Print

Summarize

Fig. 6

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC-MT Name

36 Steven Smith

Clients

Client General Information

Danger Awareness

Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

1. What does a typical day in this family look like?

The family gets up and eats breakfast individually while mom takes care of Johnny's needs by dressing and feeding him

2. What kinds of things do you do to relax or relieve stress?

We used to go and ride bikes, but since we had Johnny there is little that we do to relax.

3. Which is more important to you? To spend time alone or with friends?

We love to spend time with friends, however Johnny's needs have limited our circle of friends

4. Order in your daily life or the flexibility to take one day at a time?

We try and create order but it seems that no matter what we do things fall apart

5. For the children to look up to you and be admired or know you are obeyed?

I would rather have the children admire me

New

Delete

Search

Print

Summarize

33

33

33

33

Fig. 7

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC-MT Name

Steven Smith

Clients

Client General Information

Danger Awareness

Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Global

Emotional

Cognitive

Relational

Play

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Global Domain Graph

40

Domain	Score
Danger Awareness	5
Emotional	4.5
Cognitive	4.5
Relational	2.5
Play	2.5

Text Summary

Results of Domain Assessment

\*\* The assessment profile suggests that dangerousness issue flags need to be carefully examined to insure the safety of the child. Treatment of the child must focus on minimizing risk factors. Further, splinter skills need to be noted so as not to assume safety. \*\*

\* Johnny demonstrates an understanding of moving cars. Rarely seen

\* Johnny stops when his name is called in public settings. Rarely seen

\* Johnny does not leave the house without permission. A few times

\* Children with similar protocols tend to need close constant supervision\*

New

Delete

Search

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Summarize

Fig. 8



Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC-MT Name

Steven Smith

Clients

Client General Information

Danger Awareness, Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Children's Paraclete Treatment Plan Summary

44

Minimum Treatment Plan Sections to be implemented:

Section 1:

Dangerousness Issues

1a-ii Elopement concerns

1a-iv Lack of awareness of danger both specific and contextual

Section 2: Emotional Development

2a Floortime 4x for 20 minutes daily with TSS

Floortime with parent at least once daily

(Overlapping sections to be suggested: 3c-i ; 3c-ii)

Section 3: Cognitive Development

3a-iv Generalizability of rules and applications

3d Work on understanding past-present-future

(Overlapping sections to be suggested: 3a-vi; 5a-iii)

Section 4: Relational Development

4a Interaction with objects and animals (encouraging more interaction)

4b Interaction with others outside of floortime

(Overlapping sections to be suggested: 3d; 4d; 5a-i; 5a-ii)

New

Delete

Search

Print

Summarize

Fig. 9

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC-MT Name

Steven Smith

Clients

Client General Information

Danger Awareness, Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Children's Paraclete Treatment Plan

50

52

1a (iv)

Specific Observable Goal with Target Date:

Setting: Community

Johnny will demonstrate proficiency in community safety practices/activities 90% of the time by demonstrating proficiency in at least two daily 10-15 minute activities through Target date of 01/31/03. With TSS monitoring, Johnny will be proficient 100% of the time in safety when in the community. Status of Goal: Emerging. Johnny has demonstrated approximately 50% of the time during the last Treatment Period. Johnny may elope to dash across the street if TSS was not available, or he will approach strangers. Johnny seems to be cyclical in his safety practices behavior awareness. There seems to be times when Johnny gets lost in "his world" and he can be unaware of safety practices that he should know. Then, there are times when he demonstrates appropriate safety awareness behavior. Client's response to strategy by TSS: At this time, Johnny's basic safety/danger issues with things like putting on his seatbelt, sharp knives, staying away from fire, hot stoves, hot water, etc, are not an issue with Johnny. However, if Johnny is perseverating on reaching up for something high, he will focus on the thing and not on the possible unsafe/dangerousness of getting the item. Johnny shows head knowledge: he can say what might have happened if ... , but he does not demonstrate the practice. In other words, he knows that he should get help to get something that is too high for him to reach, but, instead, he will set about to get the item himself not practicing what he says that he know that he should not do.

Intervention Technique with Strategy:

Setting: Community

New

Delete

Search

Print

Summarize

Fig. 10A

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC.MT Name

Steven Smith

Clients

Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development

Relational Development

Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Crisis Intervention

Children's Paraclete Treatment Plan

90

1a-iv Specific Observable Goal with Target Date:

Johnny will have 1:1 supervision while in the community 100% of the time throughout the treatment period. Johnny will also participate in at least 3 safety activities daily chosen from the following list no less than 5 days per week.

Intervention Technique with Strategy  
Setting: Community.

Johnny will have the TSS touching him at all times until mastery of responding to his name while he is on sidewalks. The TSS will have Johnny stop at the edge of every curb and look down at his feet making a game of tapping his feet on the edge of the sidewalk 5 times.

A game of redlight green light will be played with Johnny for at least 5 minutes at a time. Should Johnny not appear to understand the game another adult will play beside Johnny and use light touch to assist Johnny in stopping and starting and stopping when appropriate. Mastery will be considered when Johnny is able to consistently 'stop' or 'start' within 15 seconds of the command being issued for 4 consecutive weeks.

New

Delete

Search

Print

Summarize

Fig. 10B

Children's Paraclete

File Edit Search View Tools Help

Client Name

Johnny Smith

Date of Assessment

10/10/2002

Name of Person Reporting

Steven Smith

BSC:MT Name

Steven Smith

Clients

Client General Information

Danger Awareness, Dangerousness Issues & Responsiveness Development

Emotional Development

Cognitive Development

Relational Development

Play Development

Strengths

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Children's Paraclete Crisis Intervention

52

60

Crisis Management Plan Protocol for Johnny Smith

(Also for emergency)

1.) When Johnny starts an inappropriate or disruptive behavior, that TSS will try to redirect Johnny back on task.

2.) If the behavior becomes too disruptive, poses a danger or is inappropriate to the rest of the people and the surrounding area, the TSS will remove Johnny from the setting and take him to a safe place for verbal de-escalation. If the disruptive behavior or and/or inappropriate behavior continue, Johnny will be taken to a safe area to try to calm down. When in the community, the parked car maybe a quiet place for Johnny to go with the TSS. Concerns for the health, safety, and welfare of everyone involved must be emphasized. This may require the use of safe physical restraint: those approved by Children's Paraclete, Inc. BSC will be notified if restraint techniques are used. TSS will document on the Clinical Progress Note Sheet and follow the school protocol, if in the school environment.

3.) If the self-calming activities and techniques are not successful after 15 minutes, the Behavioral Specialist Consultant will be notified. (If the behaviors occur at the school and the BSC has been notified, the Support Teacher may be notified for consultation and/or assistance: TSS will follow approved school protocol.)

4.) If the problem processes, the parent/adult will be notified: (notification will be made in the following order.)

New

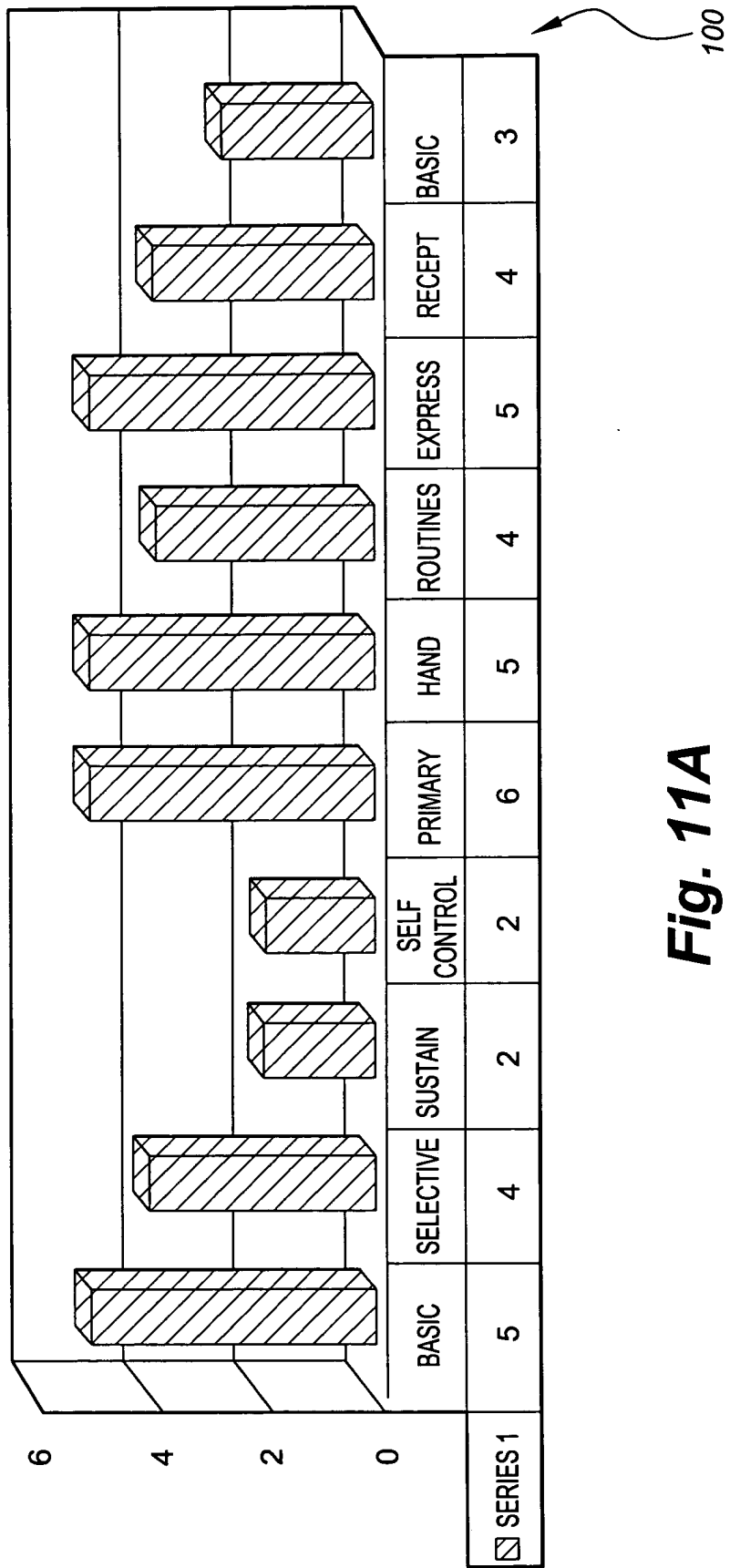
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Search

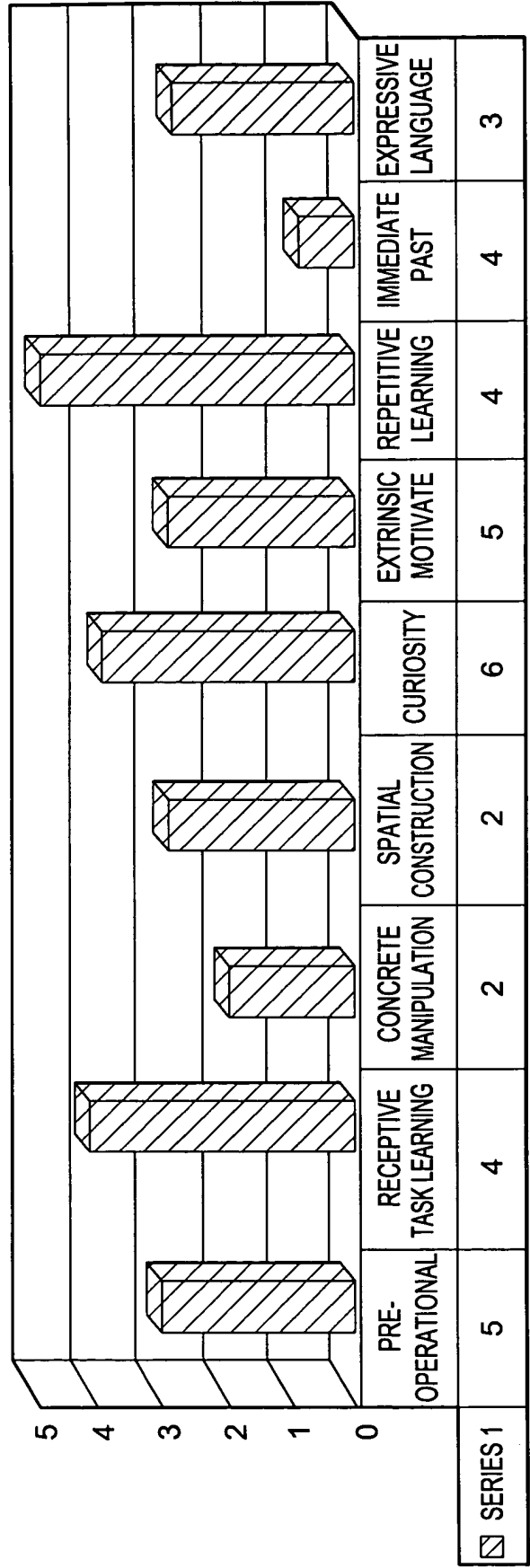
Print

Summarize

Fig. 10C



**Fig. 11A**



**Fig. 11B**

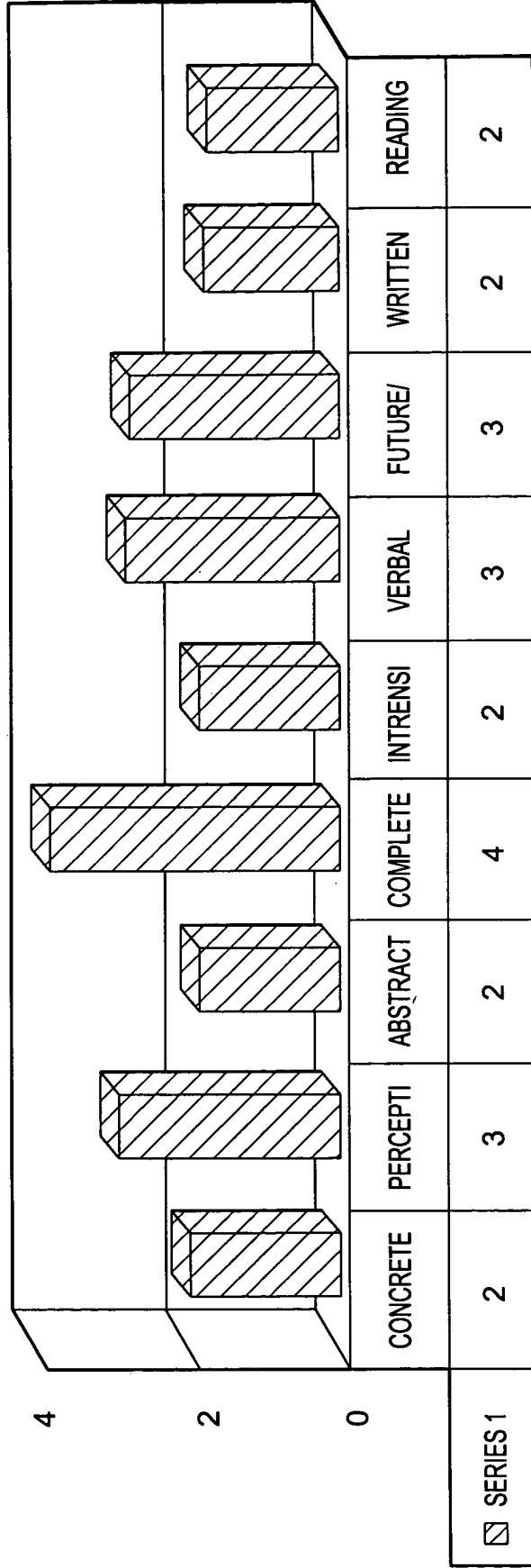
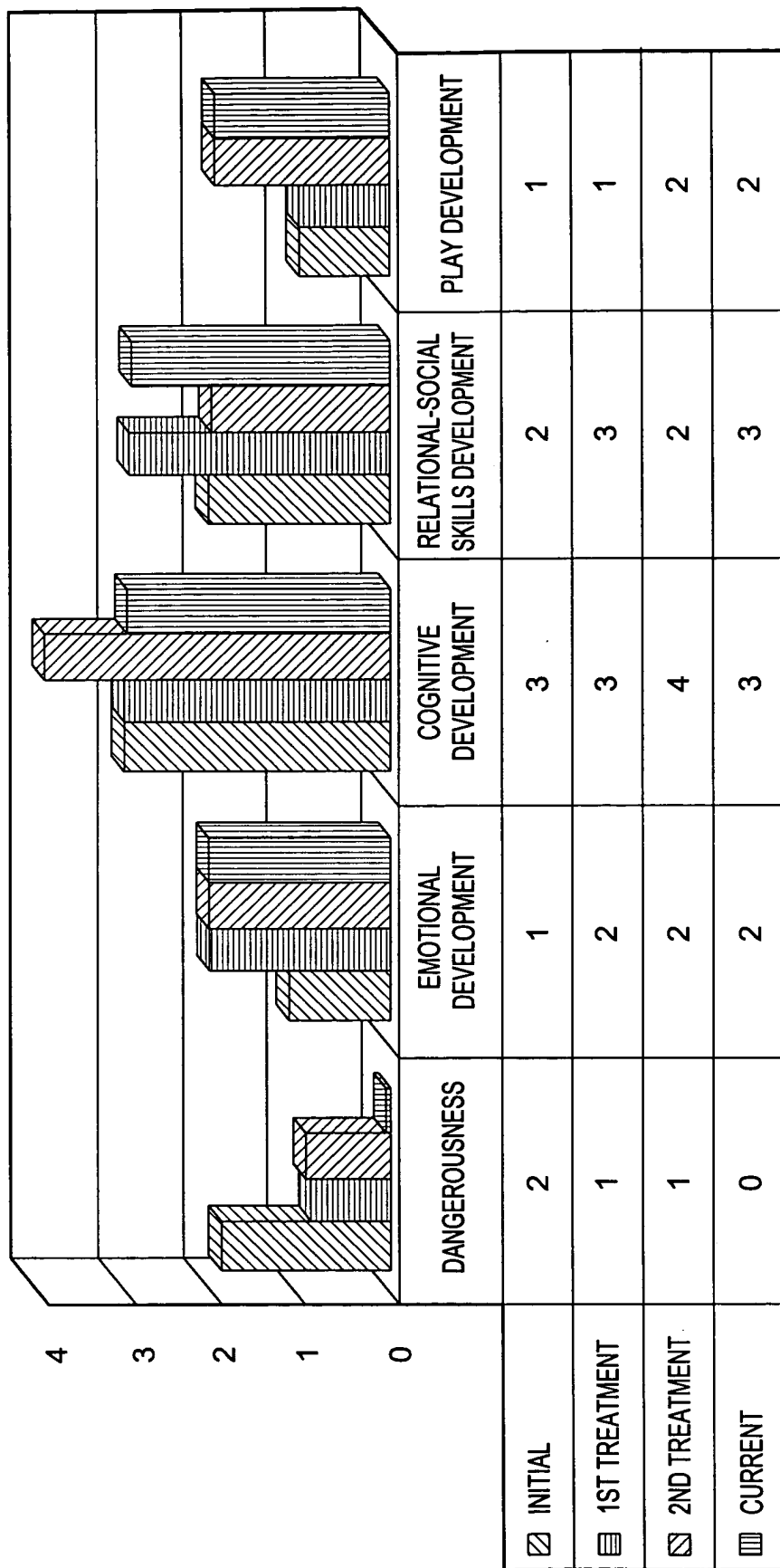


Fig. 11C



**Fig. 12**





File Edit Help

BSC-MT Name: [ ]

Client: [ ]

Client Operational Information: [ ] Strengths: [ ] Questions: [ ] Family Values: [ ] Assessment: [ ] Treatment Plan: [ ] Approach: [ ] Summary: [ ] Crisis Intervention: [ ] Signature Page: [ ]

Global: [ ] Emotional: [ ] Cognitive: [ ] Relational: [ ] Play: [ ]

Mean	Description
<b>COGNITIVE DEVELOPMENT</b>	
Level 1	
1.05	Basic Attention Concentration
1.00	Verbal name
1.33	Basic Inquiry Control (ability to end a task w/o compulsion)
1.11	Basic Inquiry Functions (ask/keep questions, play trained)
1.00	Priming reinforcements
1.25	Basic Motor Coordination
2.00	Handover Basic Instruction
1.00	Awareness of Role/line
2.20	Encoding of words
1.00	Verbal Bobble
Level 2	
1.41	Selective Attention
1.00	Verbal penetration with prompt or express with other modality
1.08	Routine with prompting
3.00	Basic Multi-tasking (e.g. superimposed device or computer)
1.10	Rudimentary understanding of sequence/time
1.00	Basic rules
1.30	Intentional Concrete Manipulation
1.40	Clarity
1.50	Express Motivation (secondary)
1.00	Basic Ability to delay gratification
1.07	Basic Fine motor skill
1.00	Photo Repetitive Learning
1.00	One step task comprehension (identification task)
1.43	Basic verbal/math (alphabet or basic signs or counting or coins)
Level 3	
1.20	Sustained Focused Attention (distraction skills)
1.00	Routine with arranged prompts (coins, etc.)
1.00	General understanding of clock/calendar time
1.00	Verbal memory retrieval (short sentences)
1.00	Immediate impulse control
2.50	Spatial construction from pictures
1.33	Eye-hand coordination (basic coloring, use of mouse)
1.00	Intrinsic motivation (focused curiosity)
1.00	Two step task comprehension (matching tasks, answers 'how many?')
1.00	Word generation and/or encoding
1.00	Basic Understanding (different large, small, more, less, tall, short, in, out, counting)
1.00	Spontaneous basic verbal expression
1.00	Basic listening skills
Level 4	
1.00	Representational spatial construction (e.g. demonstrate a concept)
1.00	Routine w/o prompting
1.00	Complex concrete coloring

Continue [ ] Search [ ] Print [ ]

Fig. 14

File Edit Help

BSCMT Name: \_\_\_\_\_

Client's Client Information Strengths Questions Family Values Assessment Treatment Plan Approach Summary Treatment Plan Crisis Intervention Signature Page

19 Parent/Teacher Report on Child's Behavior and Development

Text Summary

1a-1 Antecedent environmental behaviors manifest in the home leading to goal:

Specific Observable Goal with regards to potential self-injury due to factors in the home environment:

Target Date:

Specific TSS Intervention Strategy by setting:

Community:

School:

Home:

Child's response to strategy by TSS:

Recommended Specific Intervention Strategy by setting for other:

Community:

School:

Home:

Child's response to intervention by caregivers:

Specific role of BSC in this intervention:

Specific timing and methods of generalizing teaching skills to empower child and caregivers:

216

DESIGNATION

1 Safety & Aggressive Issues

2 Home environmental dangers: Obvious (e.g., stairs, cooking stove, etc.)

3 Community environmental dangers

4 Lack of awareness of danger: either specific or contextual

5 Physical self-play: Hitting, biting, kicking

6 Lack of awareness of danger: either specific or contextual

7 Expressions of anger and frustration

8 Emotional Development

9 Emotional expression of needs that tie into dangerousness issues

10 Emotional recognition, labeling, and expression of loss, anticipated loss or pain

11 Emotional recognition, labeling, and expression of other feelings

12 Cognitive Development

13 Matching of routine to real life

14 Non-functional routine, obsessions, or compulsion

15 Clear environmental boundaries

16 Consistency of cues in environmental structures to maximize generalizability

17 Visual attending skills

18 Auditory/ Oral/Visual attending skills

19 Transitional skills (includes test shifting, and task completion)

20 Increased visual receptive understanding

21 Increased auditory receptive understanding

22 Ability to understand and recognize discrete tasks needed to perform a larger

23 Ability to understand and generalize discrete tasks into a whole

24 Ability to understand and generalize across contexts

25 Reinforcement developmental skills

26 Long term organizational skills

27 Self-autonomic regulation (e.g., eating/hunger, arousal)

28 Gross motor

29 Relational Development

30 Interaction with objects in the world

31 Interaction with people outside of routine contexts: adults

32 Interaction with people outside of routine contexts: children

33 Physical living interactions: Ability to understand the social context and expectations

34 Development of Empathy Skills

35 Play Development

36 Interactive play with objects designed to increase generalizability of construction

37 Interactive gross motor play designed to increase play skills

38 Interactive games designed to teach play and advancing rules

39 Development of reception and relation

Fig. 15

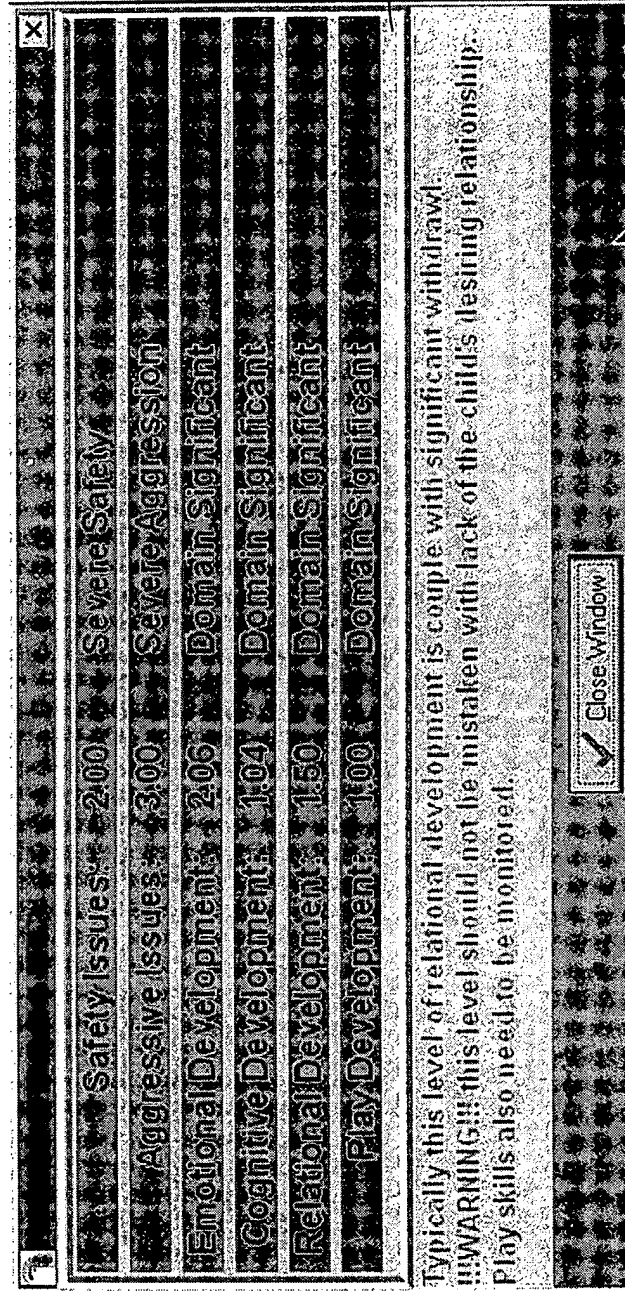


Fig. 16

FileEditHelp

SSC/NIT Name

Options

Client Contact Information

Screenings

Family Values

Assessment

Treatment Plan Approach Summary

Treatment Plan

Crisis Intervention

Signature Page

Emergency Contact person(s)

Emergency phone number(s)

Primary Physician Name

Primary Physician Number

Primary Hospital Name

Primary Hospital Number

Child's known allergies or other important medical information

Type of Crisis Intervention recommended

Type of Crisis Intervention recommended

Crisis Intervention plan:

I

224

**Fig. 17**



[illegible]

**Fig. 18**

200

File Edit Help

BSCMT Name: [ ]

Client: [ ]

Over: General Information | Strengths | Questions | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Child Intervention | Signature Page

202

200

Q #	ANSWER	QUESTION
1	4	Child head bangs or hits self with hands or feet
2	4	Child breaks own skin by biting
3	4	Child breaks own skin by picking
4	4	Child breaks own skin by using an object
5	4	Child bruises self by biting
6	4	Child bruises self by pinching
7	4	Child bruises self with objects
8	4	Child head-butts others
9	4	Child bites others and others break skin or bruises
10	4	Child scratches or pinches others to the point of drawing blood or bruises
11	4	Child breaks object for no apparent reason
12	4	Child breaks objects when agitated
13	4	Child targets specific objects to break when agitated

Continue [ ] New [ ] Search [ ] Print [ ]

Fig. 19

Page: 1	Children's Paraclete Utilizing BASTP - Treatment Plan	Date: 8/14/2003 1:21:04
<b>Children's Paraclete® Utilizing BASTP</b>		
Child/Adolescent Name:	DOB:	
Contact Person:	MCO #:	
Agency #:	BSU#:	
Treatment Plan Author's Name:	Date of Plan:	
Intervention Level:	Cycle of Plan:	
___ TSS	___ Initial	
___ Behavioral Specialist	___ Review Number	
___ Psychologist	___ Addendum goals affected	
___ Other	addendum date:	
Strength Base:		
Child's/Adolescent's:		
Interests:		
Activities:		222
Most valued accomplishments:		
Way to relax and have fun:		
Ways to calm self down:		
Closest adults and reasons:		
Closest friends own age and reasons:		
Clubs or organizations joined:		

Fig. 20



Page: 1	Date: 8/14/2003 1:21:18 AM
Children's Paraclete Utilizing BASTP - Crisis Intervention	
Crisis intervention plan:	
Emergency Contact person(s):	
Emergency phone numbers(s):	
Primary Physician Name:	
Primary Physician Number:	
Primary Hospital Name:	228
Primary Hospital Number:	
Child's known allergies or other important medical information:	
Type of Crisis: Intervention recommended:	
Type of Crisis: Intervention recommended:	
Crisis intervention plan:	
Emergency Contact person(s):	
Emergency phone numbers(s):	
Primary Physician Name:	

Fig. 21

Page: 1

Date: 8/14/2003 1:21:29 AM

Children's Paraclete Utilizing BASTP - Signature Page

Treatment Plan  
Signature Page

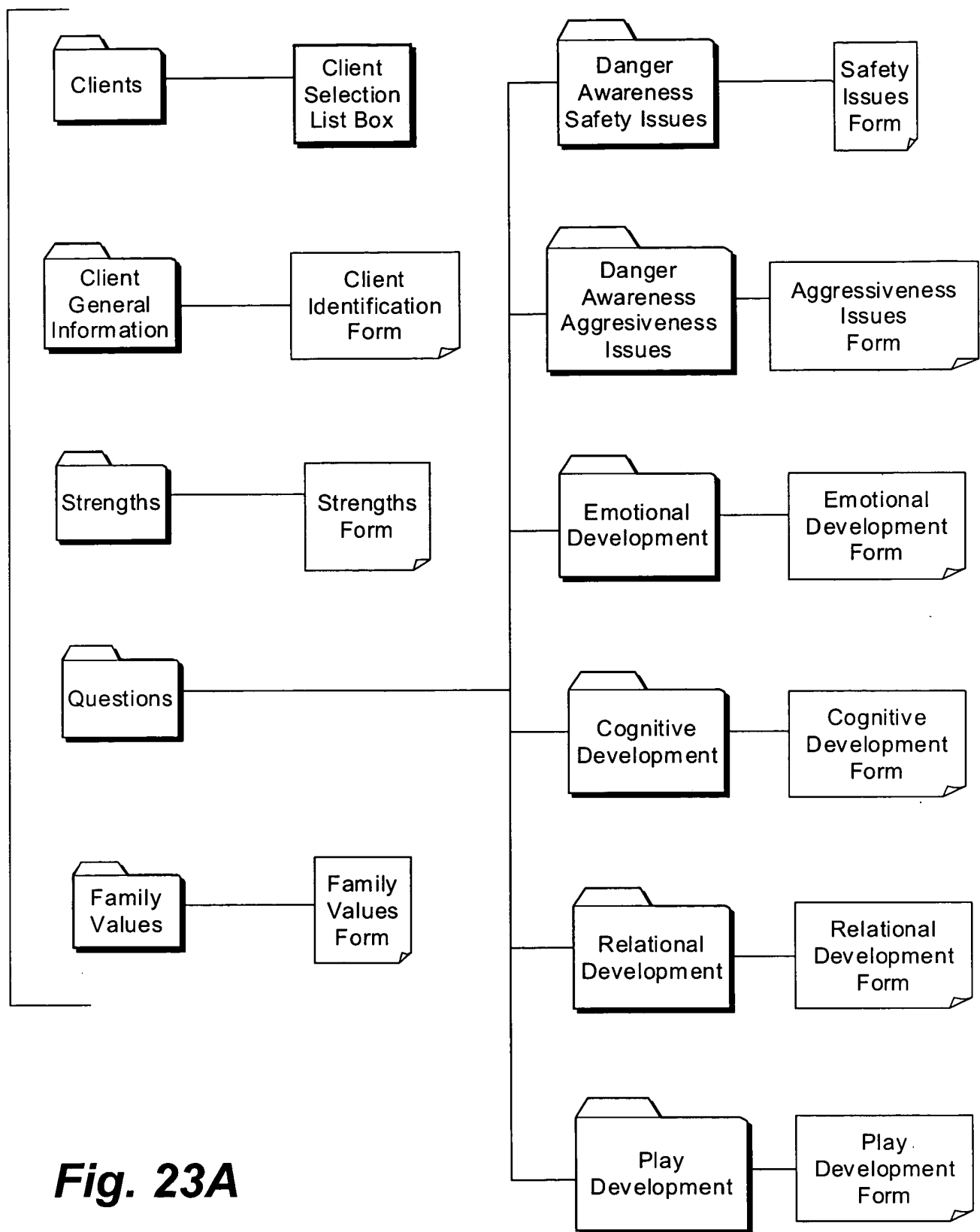
222

Child/ Adolescent's DOB: / / Date of Treatment Plan / /

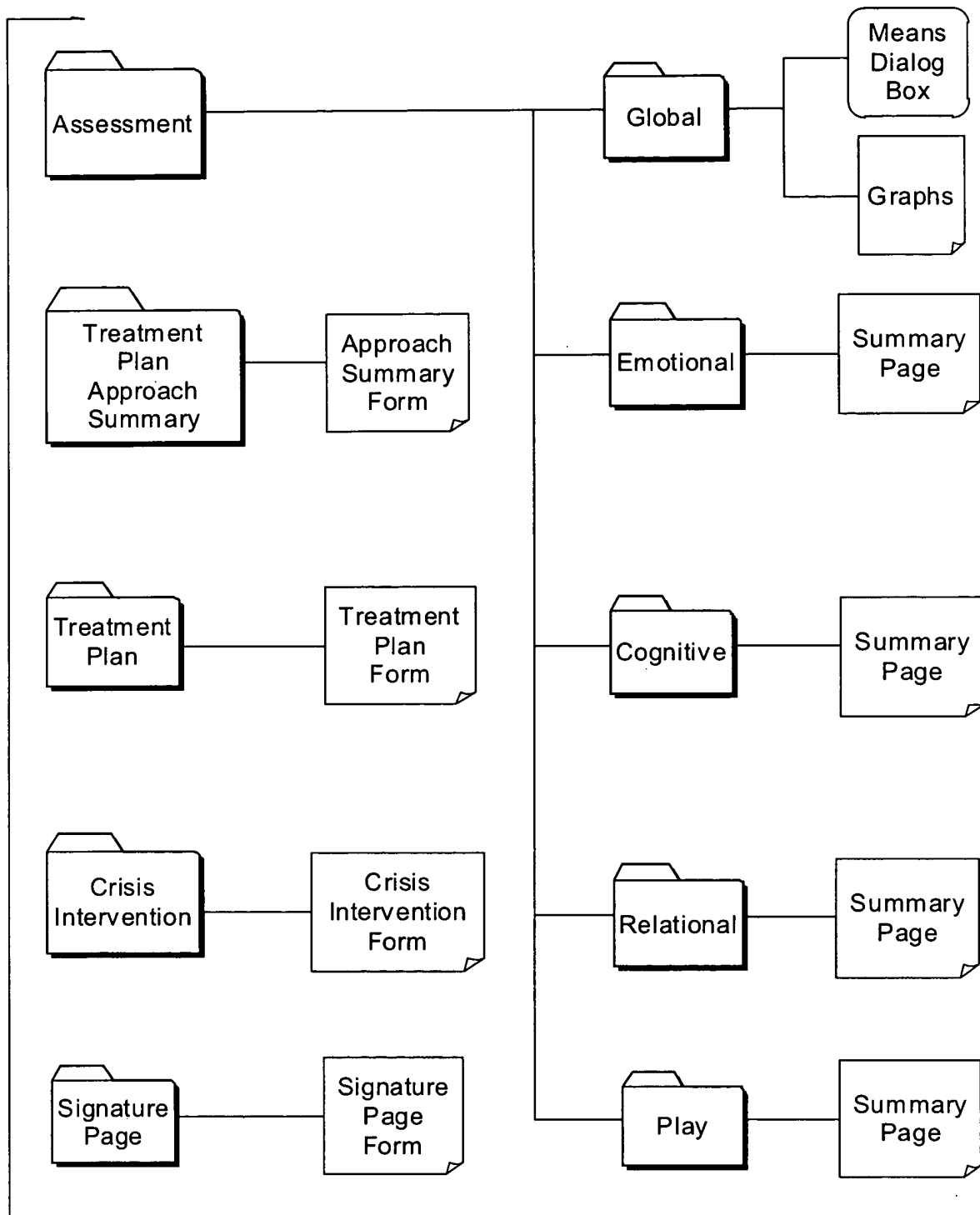
	Printed Name	Signature	Position
Date			
Child/ Adolescent			n/a
Parent/ Caretaker			n/a
Parent/ Caretaker			n/a
Behavioral Specialist			
Mobile Therapist			
TSS			
Case Manager			n/a
Other Team Member			
Other Team Member			
Other Team Member			
Other Team Member			
Other Team Member			
Other Team Member			

Page 1 of 2

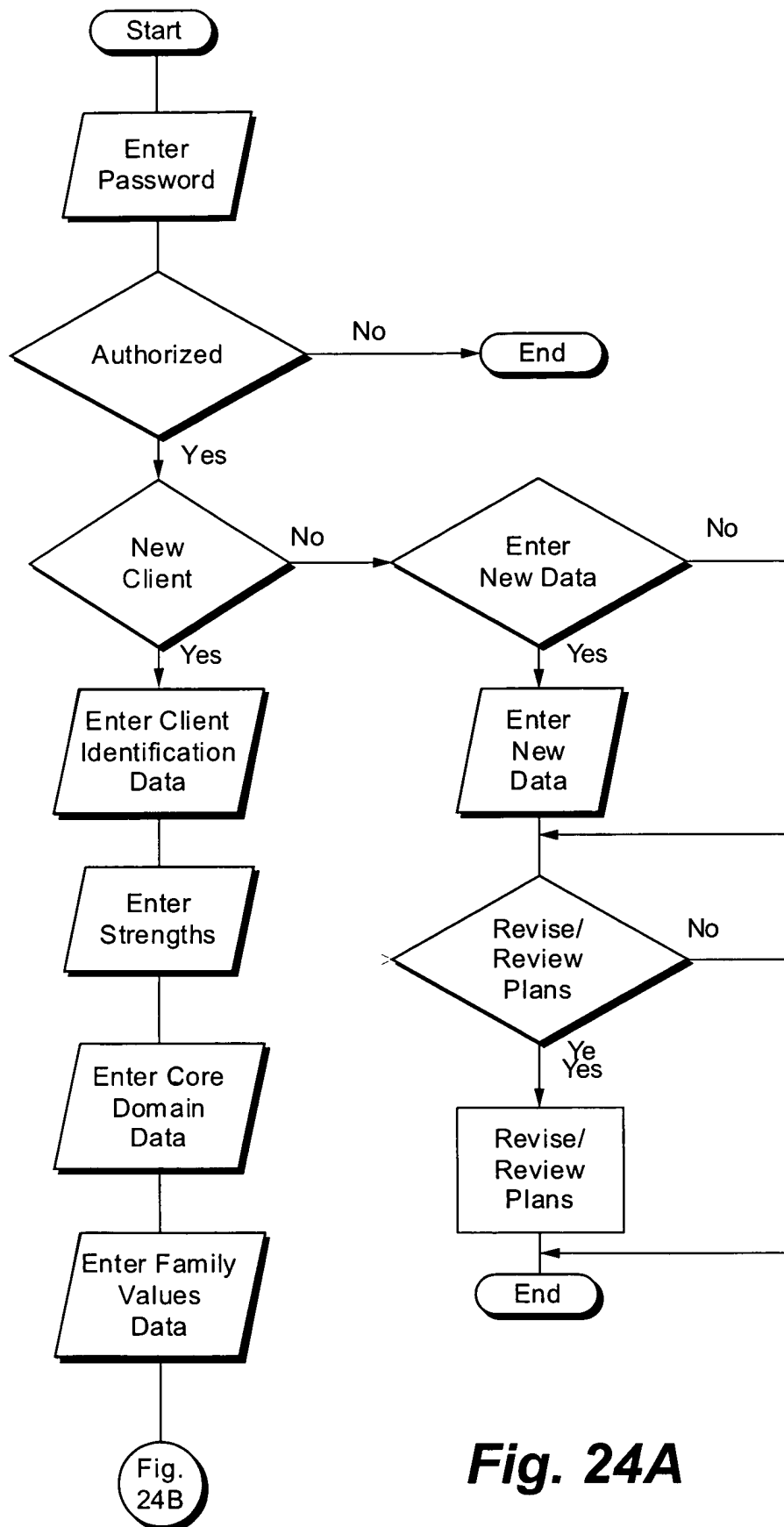
Fig. 22



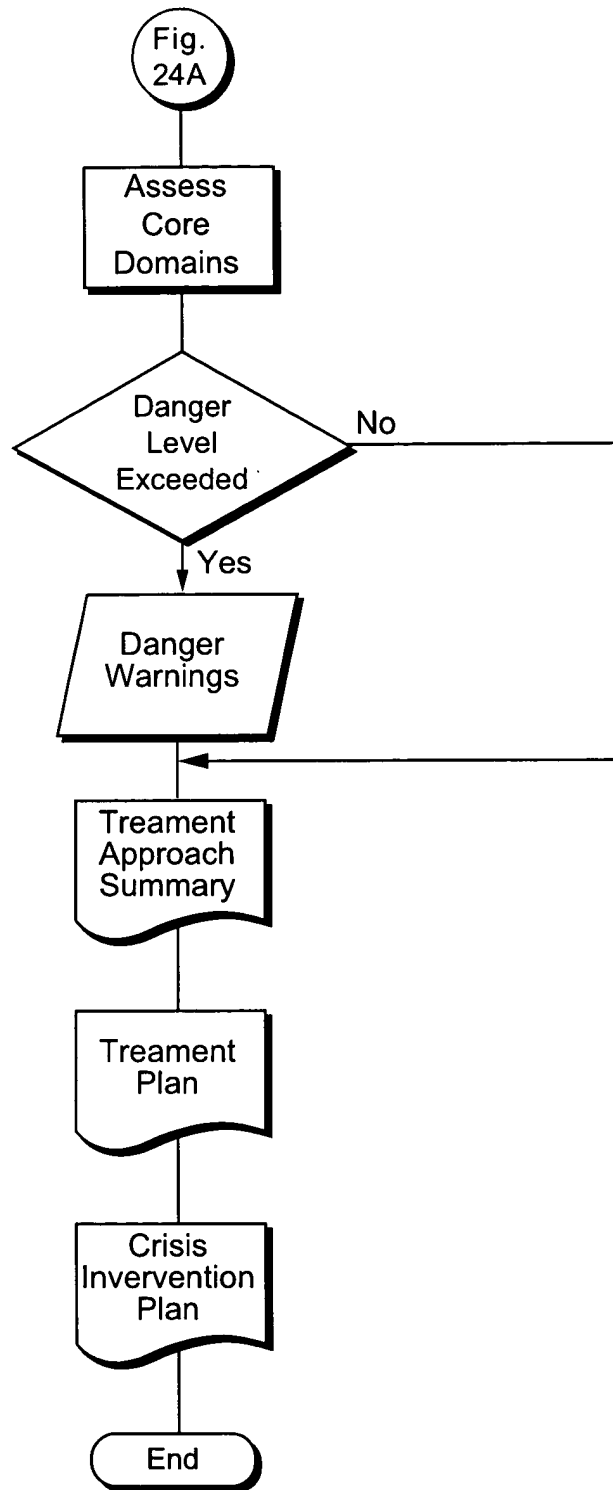
**Fig. 23A**



***Fig. 23B***



**Fig. 24A**



***Fig. 24B***